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ABSTRACT

This is the sixth in a series of biennial surveys of Texas public school teachers. It is part of a study, begun in 1980, to form a database of demographic information related to characteristics of Texas teachers. The results of the present survey are presented and analyzed. Information includes: (1) national data for teachers in 1976 and 1986; (2) characteristics of Texas public school teachers: 1980-1990; (3) teachers' reasons for leaving the profession; and (4) moonlighting jobs for teachers: 1980-1990. A copy of the questionnaire is appended as well as teacher comments from the 1990 survey. (JD)

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Texas Teachers, Moonlighting, and Morale in the 1990's

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Texas Teachers, Moonlighting, and Morale in the 1990's

INTRODUCTION

This is the sixth in a series of biannual surveys of Texas public school teachers. The study[1] began in 1980 to form a database of demographic information related to characteristics of Texas teachers. A sample of Texas teachers was selected using a computerized systematic sample from a population of 100,000 members of the Texas State Teachers Association. The 1990 survey was conducted in February when questionnaires were mailed to 601 teachers. The study had a return rate of 68% (402 of 593) with eight bad addresses.

SURVEY OF LITERATURE

In a recent textbook by Ornstein and Levine[2], they listed the following nationwide teacher characteristics displayed in Table 1. These data can be compared to Table 2 for Texas teachers.

Table 1

National Data for Teachers in 1976 and 1986

Characteristic	1976	1986
Age	36	41
Years Experience	8	12
Sex: Male	32.9%	31.2%
Female	67.1%	68.8%
Race: White	90.8%	89.6%
Black	8.0%	6.9%
Other	1.2%	3.4%
Master's Degree or Higher	37.5%	51.4%
Enter Teaching Again:		
Certainly	63.6%	49.0%
Probably Not	19.1%	31.0%
Chances About Even	17.5%	19.8%

A 1987 study by the American Association of Colleges for Teacher Education[3] of future teachers from a national sample of 76 Colleges of Education gave reasons for selecting teaching profession:

90% helping children grow and learn
63% seems to be challenging field
54% like working conditions
53% inspired by favorite teacher
52% sense of vocation and honor in teaching.

A recent survey[4] indicates a jump in interest in teaching, which fell on hard times in the early 1980's after word got around that the only thing tougher than finding a teaching job was living on the salary. Enrollment in the nation's teaching programs rose by 61% between 1985 and 1989 according to the unpublished report by the American Association of Colleges for Teacher Education. However most of the enrollment is still white, female students.

The Bureau of Labor Statistics[5] in Dallas said that in 1970, 16% of Americans moonlighting were women. By 1989, the numbers had skyrocketed. Women made up 43 % of the moonlighting population. The number of women holding multiple jobs still is below that of men which is six percent of the male work force compared to six percent of the female work force. The reasons given by the women for moonlight were 1) for economic necessity, 2) to save money, 3) to gain experience, and 4) to build up a business.

An exodus of young, talented but dissatisfied teachers from the nation's classrooms is becoming a catastrophe for education in the United States, a survey[6] of former teachers said. In the national statistics, Texas teacher salaries fell from 21st in 1984 to 32nd in 1990. The Metropolitan Life Insurance Company survey indicated skimpy pay, bad working conditions, and lack of respect and prestige are causing teachers to switch to more satisfying and profitable careers. The majority switching were males leaving high school jobs. The report estimated that by 1992 the United States will have 34 % fewer new teacher graduates than needed to fill demand.

A report by the Rand Corporation[7] states that:

1. Reform movements in education (and other fields as well) are notorious for their tendencies toward presentism--for painting the past in the darkest possible light in order to stress the urgent need for rapid and major transformation of the status quo.
2. Contrary to what many modern-day educators tend to assume, teacher shortages have been commonplace throughout the twentieth century.
3. No single subject is more central to the history of the teaching profession than the changing role of women in American society.

Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching[8], said the survey of 22,000 teachers found a sense of frustration in the classroom.

49 % said their pay was worst than expected.
90 % said lack of parental support was a problem at their schools
89 % said that there were abused or neglected children at their schools
69 % said poor health was a problem for their student
68 % said some children were undernourished
47 % said they felt involved in setting standards for student conduct
45 % reported having influence in tracking students into special classes
43 % said they had a say in designing programs for staff development
34 % said they influenced policies governing which students were promoted or held back
20 % said they influenced the school budget
10 % felt involved in evaluating teacher performance
7 % said they had a hand in selecting new teachers
7 % felt involved in picking administrators.

This may be a banner year for TRS retirements[9]. Requests for individual counseling at regional locations so far this year already exceed last years total by more than 34%.

ANALYSIS OF SURVEY

Table 2 shows the results of the questionnaires for the past decade. The teachers' salaries were up $677 the past two years (2.6%) There was a $12,725 (90%) increase since 1980. The average age increased 3.9 years (10%) in the decade. There was a 4.7 percent net drop (24% total) in the number of male teachers since 1980. The teaching experience was up 3.1 years (26%). Both the 20% of teachers moonlighting and the 10.4 hours worked per week were the lowest of the decade. Moonlighting earnings were up 55% for the decade to an average of $4329 but down from 1988.

*** Insert Table 2 about here ***

Teachers were more accepting of the No Pass-No Play rule. Acceptance increased from 55% in 1986 to 70% in 1988 to 79% in 1990. A drastic change occurred in the outlook toward the career ladder. The unfavorable attitude improved from 14% in 1986 to 58% in 1988 down to 50% in 1990.

It should be noted that the 1986 data was gathered during March, the month of the TECAT exam for all Texas educators. Note also that 90% of the teachers are now on the career ladder.

Table 3 shows that about one-fourth of the teachers gave money as a reason for seriously considering leaving the profession. Working conditions were given by 53 %.

***Insert Table 3 about here ***

Table 4 indicates that 41% of moonlighting jobs were school related with tutoring being the most common. Sales jobs were down from 35% to 13%. Bookkeeping was up 12% to 21% and music related jobs were down to four percent.

***Insert Table 4 about here ***

In a more detailed analysis, 44% of the males had summer jobs while only 29 % of the females worked; 39 % of the males moonlighted versus 17% of the females. The male teachers had 14.7 years of experience compared to 14.9 years for female teachers. The male teacher made $26,982 compared to the $26,812 for the female. Twenty-seven percent of the single teachers moonlighted. Fifty-six percent of males had the master's degree but only 46% of the female teachers. Sixty-nine percent of the males were breadwinners while 36% of the females were listed as such. There was only two percent difference in the males leaving (47%) and the females leaving (45%). There was a 10% jump in the number of male teachers at the elementary level to 13 percent. Females favored the No Pass-No Play rule by a 80% to 68% margin over the males. Males (56%) wanted to retain the career ladder; females (49%) wanted to do so.

COMMENTS

The average teacher in Texas is a 43 year-old female, making a $26,838 salary, married with a working spouse, has a bachelor's degree, is not the breadwinner, teaches elementary school in an urban district, has 14.9 years of experience, with 45% of her fellow teachers seriously considering leaving the profession. Thirty-two percent of the teachers work in the summer making $2087, and 21% moonlight during the regular school year making $4329 while working 11.6 hours per week. The average teacher (82% of them) pays health insurance in the amount of $108 per month. The teacher believes that moonlighting is detrimental and would like to quit, believes in the No Pass-No Play rule, wants to retain the career ladder, believes the quality of teaching is better than two years ago, and is on Career Ladder Level II. The questionnaire is found in Appendix A. Note the list of exact comments from the teachers found in Appendix B.

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Table 2

SURVEY OF TEXAS PUBLIC SCHOOL TEACHERS

Characteristics	1980	1982	1984	1986	1988	1990
Average Salary	$14,113	$17,351	$20,259	$24,601	$26,161	$26,838
Average Age	38.6	39.2	41.2	41.3	43.0	42.5
Sex: Male	19.9%	19.7%	14.8%	17.5%	15.9%	15.2%
Female	80.1%	80.3%	85.2%	82.5%	84.1%	84.6%
Married	76.6%	74.9%	75.3%	77.4%	72.8%	74.0%
Spouse Works	70.1%	69.6%	66.3%	71.8%	67.3%	70.3%
Degree: Bachelor	63.9%	62.5%	55.4%	50.3%	53.3%	52.9%
Master	35.7%	37.2%	44.0%	48.7%	46.7%	47.1%
Doctrate	0.3%	0.3%	0.6%	1.0%	0.0%	0.0%
Major Breadwinner	39.9%	39.8%	39.5%	38.5%	43.1%	41.0%
Districts: Urban	40.5%	43.3%	42.8%	46.2%	38.4%	41.9%
Suburban	32.6%	36.7%	38.9%	36.5%	40.1%	40.1%
Rural	26.8%	20.1%	18.4%	17.3%	21.5%	18.0%
Grade Taught: K-5	50.9%	49.8%	45.8%	51.5%	52.4%	50.8%
6-8	19.9%	19.7%	24.4%	22.9%	22.8%	25.3%
9-12	29.2%	30.4%	29.8%	25.6%	24.8%	24.0%
Years Experience	11.8	12.1	13.7	14.3	15.4	14.9
Consider Leaving	38.4%	37.3%	39.8%	41.7%	37.7%	45.1%
Extra Job in Summer	30.2%	36.4%	33.7%	31.2%	29.0%	31.5%
Summer Earnings	$1252	$2076	$2205	$1891	$2480	$2087
Moonlight	22.0%	28.8%	26.2%	22.6%	20.1%	20.7%
Moonlight Hours Weekly	13.6	11.9	14.4	12.8	10.4	11.6
Moonlight Earnings	$2799	$3189	$3615	$3522	$4627	$4329
Moonlight Detrimental	64.1%	68.5%	70.1%	50.1%	65.7%	61.3%
Quit Moonlighting	75.0%	75.0%	81.6%	60.9%	77.5%	72.8%
No Pass--No Play	•	•	•	54.5%	70.4%	77.8%
Retain Career Ladder	•	•	•	14.3%	57.7%	50.0%
Health Insurance	•	•	•	•	•	81.8%
Average Pay for Insurance	•	•	•	•	•	$108.22
Quality of Teaching: Better	•	•	•	•	37.2%	38.9%
(Compared to Worse	•	•	•	•	13.7%	28.2%
Two Years Ago) Same	•	•	•	•	48.8%	32.7%
Career Ladder: Level I	•	•	•	•	14.7%	14.6%
(Current) Level II	•	•	•	•	63.2%	44.2%
Level III	•	•	•	•	9.8%	30.9%
None	•	•	•	•	12.4%	10.3%
Negotiation Rights: Yes	•	•	•	68.2%	•	•
No	•	•	•	23.1%	•	•

Table 3

REASONS FOR LEAVING

Reason	1980	1982	1984	1986	1988	1990
Money	46%	50%	41%	17%	23%	24%
Working Conditions •Stress •Burnout •Paperwork •Hassles	27%	24%	31%	68%	53%	57%
Students •Discipline •Motivation •Academics	14%	13%	4%	3%	3%	2%
Retiring	5%	6%	14%	12%	15%	13%
Industry	3%	4%	6%	0%	3%	4%
Others	5%	3%	6%	0%	3%	0%

1980 Number Leaving (106); Reasons (140); 219 of 417 Returns (70%)

1982 Number Leaving (119); Reasons (140); 319 of 495 Returns (65%)

1984 Number Leaving (132); Reasons (138); 332 of 474 Returns (70%)

1986 Number Leaving (137); Reasons (133); 329 of 510 Returns (65%)

1988 Number Leaving (133); Reasons (163); 353 of 529 Returns (67%)

1990 Number Leaving (179); Reasons (248); 402 of 593 Returns (68%)

There were **601** questionnaires mailed with **8** returned from bad addresses. The **initial** return rate was **55.6%** and the follow-up rate was **12.1%**.

Table 4

MOONLIGHTING JOBS FOR TEACHERS

JOB TITLE	1980	1982	1984	1986	1988	1990
School Related	37%	42%	34%	24%	41%	41%
Services	19%	22%	28%	6%	12%	20%
Sales/Bookkeeping	27%	25%	25%	44%	34%	14%
Agriculture	5%	8%	6%	1%	5%	2%
Music/Artistic	9%	3%	7%	15%	8%	11%
No Comment	3%	0%	0%	10%	0%	12%
Total Number	**64**	**78**	**101**	**71**	**76**	**82**

Appendix A

TEACHERS, MOONLIGHTING, and MORALE QUESTIONNAIRE

DIRECTIONS: Please circle or answer all items that apply to you. Add comments on the back if you wish.

1. What is your age?..... Years_____
2. What is your sex?..... Male Female
3. What is your marital status?..... Married Single Other
4. If married, does your spouse work?..... Yes No NA
5. What is your highest degree?..... Bachelor Master Doctorate
6. Are you the major bread winner in your household?..... Yes No Equal
7. Should Texas retain the Career Ladder for teachers?..... Yes No
8. Are you seriously considering leaving the teaching profession?..... Yes No
   If yes, why are you considering leaving?..... _____
9. In what type of district do you teach?..... Urban Suburban Rural
10. What grade level do you primarily teach?..... K-5 6-8 9-12
11. How many years have you taught in the public schools?..... Years_____
12. What is your current teaching salary per year?..... $_____
13. Are you pleased with the current No Pass/No Play rule?..... Yes No
14. What is your Career Ladder status for 1989-90? ..... I II III None
15. Do you have health insurance with the school district?..... Yes No
16. How much do you pay per month out-of-pocket for the health insurance?..... $_____ NA
17. What is the quality of teaching at my school compared to five years ago? ..... Better Worse Same
18. Do you have an extra job during the summer?..... Yes No
19. How much extra do you earn during the summer?..... $_____ None
20. Do you have an extra (moonlighting) job during the regular school year to supplement your teaching salary?..... Yes No

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If your answer to Question #20 is YES, please answer the following questions.

****

21. Do you feel that the quality of your teaching would improve if you did not have a second job during the regular school year?..... Yes No
22. How much extra money do you earn during the regular school year?..... $_____
23. How many hours per week during the regular school year do you spend working at the moonlighting job?..... Hours_____
24. Would you quit the second job if your teaching salary would enable you to give up moonlighting during the school year?..... Yes No
25. How large a raise in your teaching salary would you have to get to enable you to give up moonlighting during the regular school year?..... $_____
26. What is your extra job during the school year? (Please give a job title such as bookkeeper, sales clerk, coach, bus driver, rancher, etc.)..... _____

Appendix B

Teacher Comments for 1990 Survey

1. Teachers' salaries are below all other salaries of professionals. I am teaching because I believe in what I am doing! I am not considering leaving the profession, but I do think about what it would be like to do something else. I teach even in my sleep! I buy things out of my own pocket. A raise (a real raise) that I don't have to wonder about getting (career ladder) would solve so many things. A "bonus" for perfect attendance for five years would be nice too! I get very little time to eat, never work on a teacher workday in my room, put up with evaluations, etc. etc. Then, I have to listen to how "they" are going to cut programs, money, faculty, etc. etc. With me the child is the most important thing; he is the adult of tomorrow.
2. Need better health insurance. I have considered an extra job as I have two in college. The teaching salary needs to be raised $10,000.
3. I loved teaching, but the joy has been replaced by teaching to a TEST instead of teaching the child. Some rethinking needs to be done to keep competent and strong teachers! Lack of parental respect for teacher's opinions and ways of teaching; lack of basic teaching supplies due to low budgets; and generally not enough concern for the individual child!
4. To achieve the goals of state and district, a teacher needs to hire her own secretary, housekeeper, and cook. This is an 18 hour a day, including weekends, profession! I have no money except for the bare essentials. I drive an old car and assets/ savings are going backwards.
5. My real frustration is that the public and specifically parents and legislators are unaware of their responsibilities as support mechanisms in the teaching environment. Children who assume no responsibility, no self-initiative or motivation, and who are ill-mannered, rude, and disrespectful are frustrating to teach. We are a Nation-at-Risk because values are no longer taught at home. A bigger pay check will not solve everything. Students need to sit at computers, composing essays, critiques, using their imagination and creativity, stimulating thoughts and ideas. I need more time to correlate manipulatives, calculators and problem solving activities with the curriculum. I highly resent a silly, subjective, and meaningless evaluation process that says I must perform an outrageous number of routines to receive credit. While I "play the game," my resentment grows. Was the state concerned with giving non-athletic coaches extra compensation? (UIL, etc.). I am on the highest level because I play the game. I am the solution, not the problem. Some of those same administrators couldn't teach; that's why they moved into administrative positions!
6. The career ladder causes tension (friction) among teachers and between teachers and administrators.
7. The Career Ladder had put teachers in competition, instead of working together to help students. They compete for more money on the career ladder.
8. I teach special education and our paperwork is ridiculous. I want my class back.
9. The career ladder concept should be abolished. Everyone suspects that the state doesn't have enough money to support it and it will only be a matter of time before most of the teachers will be found "ineligible" through evaluation.
10. I teach because I love teaching. I am one of the lucky ones who teaches in a fantastic school with great students and parents. My husband is the supporter of our family and my salary is used for extra things. I feel sorry for any teacher who has to support a family on a teacher's salary. I don't see how they do it. I appreciate your effort to help them.
11. I brought children with serious problems to the attention of my principal. In both cases my professional opinion was not deemed worthy of consideration . Teachers are aware of the problems in education and how best to solve them, but no one listens to us.
12. I wish Texas would do away with the "Career Ladder" and pay Texas teachers what they are worth! It's demoralizing (and I'm on Level III).
13. We are all "coaching" (or teaching/reteaching) for the TEAMS test.
14. The TTAS has caused dissension and been demoralizing for those who were put from Level III to II due to the way selection was handled, money concerns, etc.

15. If my husband did not make a very good salary i would be filling out the bottom half of your survey. I'm finding teaching less satisfying due to the pressure of teaching toward minimum skills rather than higher level thinking skills and creative problem solving. Also I'm tired of having the responsibility of a child's success being placed totally in my hands rather than being shared with the parents and student.
16. What happened to less paperwork? The career ladder has caused many hard feelings among teachers.
17. The career ladder has lowered teacher morale, and pitted teacher against teacher. They need to ask the dedicated classroom teacher how to fix education.
18. I love to teach, I do not believe we should have to put up with students who do not want to learn and are constant discipline problems.
19. What happened to salary schedules? All these different degrees should mean differ salaries.
20. I know I do not want to be in this profession if they (TEA) continue to tell us exactly how to teach, when, and for how many minutes.
20. I have suggested time and time again that having paraprofessionals to help with clerical works would relieve stress and tension in the classroom. It's hard to image a teacher having time to work during the school year. Thank you for your work, at least someone is contacting teachers for their opinions.
21. I don't like the career ladder because it is too subjective and they change the rules to fit the money.
22. I am fortunate enough to be married to a man who makes an excellent salary so that I can afford to be a teacher!
23. So much extra is dumped onto teacher, the joy of teaching fades quickly.
24. The quality of teaching has improved, the quality of student learning has decreased. We don't get credit, financially or other wise.
25. I'd rather have money go towards smaller, well-disciplined schools than toward teachers' salaries right now.
26. I have other income from investments made before I started to teach school. Without this extra income I would not have been a teacher.
27. I am and interesting, intelligent, well-educated person. This job is primarily clerical job in a penal institution that drains me of my energy and pleasure in life. I need time for other activities that I enjoy, but I have to break my neck to do anything else because working conditions are so miserable and students are almost impossible to teach.--I hate this job.
28. I love teaching and coaching. Our administration acts like we owe them something for working here.
29. I have a gifted-talented-enriched class that is doing less than my basic classes were doing 5-10 years ago. I have no complaints about the salary and benefits I receive; I am very frustrated by the job conditions. I feel like a policeman rather than an educator.
30. The career ladder is a great idea, but let's not make it impossible to get on it or stay on it.
31. The teacher evaluations are a huge source of stress for all teachers - having to prove yourself over and over - very morale lowering. Class sizes create the largest source of stress for me. Classes should have a maximum of 18. There is not much opportunity for advance merit. Pay increases for years of service are extremely small. I could not support my family if I lost my spouse's salary. My teaching improves every year, but not my salary. This is very discouraging.
32. Teaching is as difficult a job as it is rewarding. People who have never been in the profession have no idea how much time, planning, intelligence, diplomacy and skill it requires. I see my friends and relatives put down their work at 5:00 every day and go home to their families. At 5:00 I load up a box of materials to put together ESL games.
33. I believe the quality has declined due to the pressures of the career ladder. I will not attempt to place higher than Level II because I refuse to "perform" like a monkey on a leash. I welcome any observer at any time in my classroom, but not to perform the specifics on the evaluation at a specific time. I enjoy my moonlighting job because our adult students have a different attitude towards learning. Most students complain about the administrators pressuring them out, not the teachers.

34. I know secretaries with no special skills who earn as much or more than I do. The career ladder is unfair in the way some school districts operate. This district has a certain amount of money for the career ladder. They dole it out so the top 15 people get the money year after year.
35. Teachers are very capable. However, discipline problems and laziness on the part of students prevent teaching from being as rewarding as in the past years. It is time for students and parents to be held accountable also.
36. Too much stress and structure destroy the creative teacher. The current no pass/no play is destroying extracurricular activities. It should not be for a complete grading period--only until grades are brought up or students get extra help.
37. If we are going to year-round schools, are teaching salaries going to increase by one-third or more?
38. My low morale does not come from the poor pay. It comes from too many extra activities at school which take away from quality teaching time. For example, this week alone, I will attend or be in charge of three meetings before school, two after school and one morning of outside duty. This month alone I have started a student drug program, worked on a departmental budget, had two field trips, and a history fair. My room looks like a tornado hit it, I've lost my lessons plans twice, missed deadlines numerously, and taken work home every night and weekend.
39. Morale is lower due to lack of control options in dealing with disruptive students. So much time and energy is spent in dealing with "Non-receptive" students, other students are being "short changed." Also causing low morale is constant pressure on us to lower our standards so that failure rates are competitive with other schools. The law requiring automatic promotion to the next grade if a student has already been retained a year in the 6th, 7th, or 8th grade has created a core of students who are extremely defiant and disruptive in the classroom, affecting other students and their achievement.
40. I quit teaching to get certified in another field. I wasn't sure I would ever go back. But I decided I had too many years invested to leave it and start another career. I missed the students, too.
41. I can love and teach children but I can't correct all of societies ills by myself! I have not moonlighted because my son needs a parent--not because I don't need the money.
42. My principal made me quit my second job.